MASS. ED21.34: 997/Fall.

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Department of Education

EdTech Update

Massachusetts EdTech State Plan Update • Fall 1997

A publication of the Massachusetts Department of Education

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An Open Letter to All Massachusetts Residents

From Argeo Paul Cellucci, Governor

The Commonwealth of Massachusetts
Office of the Governor

Argeo Paul Cellucci
Governor

GOVERNMENT DOCUMENTS
COLLECTION

OCT 25 1999

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Dear Friends,

In the year 2010, when this year's kindergartners graduate from high school, the world will be a very different place. America will have completed its transition into the Information Age and all media and data will have converged into a single digital network. More than ever, students' ability to read, write, manipulate data, and use technology will determine their academic and workplace success. The degree to which we prepare our students with these core academic and technology-related skills will influence the Commonwealth's economic strength more than any other factor.

This school year, we will begin a new phase of implementation of Education Reform. With the Curriculum Frameworks in seven core academic areas now complete, we are preparing for the first administration of the new statewide tests based on the Frameworks this spring. As never before in the history of the Commonwealth, attention will focus on the level of student performance in our schools. For the first time, every student in the state will take a test in grades 4, 8, and 10 with high-stakes results. After an initial transition period, students who do not pass the 10th grade test will not be eligible to receive diplomas, and schools or districts with poor results will be held accountable.

Throughout this transition to high standards, technology will play a central role. Just as personal computers and the Internet have transformed other sectors of our society, they both create the need for reform in our schools and are essential tools to implement the Reform agenda. Specifically, we have identified three ways that technology will play a critical role in improving student performance:

- Technology can be a powerful learning tool to improve instruction.
- Technology can help teachers enhance their professional capabilities.
- Technology can increase administrative efficiency and effectiveness.

Technology is not a panacea for education, but it is essential. If the state, school districts, and the public continue our successful partnerships, we will continue on track to prepare our students and schools well for the demands of the 21st Century.

Sincerely,

Argeo Paul Cellucci
Governor

The Commissioner's Column

by Robert V. Antonucci, Commissioner of Education

This newsletter provides an overview of all the initiatives that the Massachusetts Department of Education is taking to realize the potential of technology in each of the three domains identified above. In addition, this update summarizes the initiatives which extend across the three domains to coordinate comprehensive planning at the local and state level and to establish a statewide educational network.

We believe that you will be impressed with all the services that the state offers. We have come a long way in the past few years. Massachusetts has become a national leader in educational technology. From major new state and federal grants, to successful initiatives such as our support and approval process for district technology planning, our commitment to stakeholder involvement through the Educational Technology Advisory council, and our partnership with Mass NetWorks to deliver two successful NetDays, we are moving aggressively ahead.

The results are especially impressive. In 1993, Massachusetts schools spent on average only $30 per student on technology, the state played a minor role, and our schools were consistently ranked below most other states in the number of computers per student. As a direct result of our comprehensive planning efforts and a threefold increase in local support spurred by $30 million of state educational technology matching grants, our computer-to-student ratio has improved from 16:1 to 9.9:1 and is gaining steadily. Thanks in no small part to the thousands of citizens and millions of dollars by business donated through NetDay, 26% of our classrooms are now linked to local area networks and 22% are linked to the Internet.

While this progress should make every citizen in the Commonwealth proud, we clearly have much left to do. We must not rest until every student and every teacher can assume that when they walk into a classroom, it will be equipped with a sufficient number of computers for students to do their work without waiting in long lines, every computer is connected to the information super highway, and training and support are sufficiently available for all educators to make the most of the equipment.

The state will play a leadership role in continuing our progress. This fall, we will be highlighting and disseminating the best practices in 18 districts, 17 schools, and 30 classrooms selected in our first annual Lighthouse Technology grant awards. Training and professional development will be available through one-stop shopping at our TTPD web site. The cost of technology goods and services to districts will drop through our new procurement reform system. Finally, we will launch our first application of the Department of Education's state-of-the-art Information Management System.

Beginning in 1998, we will offer more valuable services to schools. Every teacher will be able to get toll-free, dial-up access to the Internet for a flat rate of $25 per year. Schools will be able to link their local networks directly to the Internet through high speed connections for a fraction of the current cost. Other initiatives in the works include linking inquiry-based projects with the Curriculum Frameworks, an on-line curriculum warehouse, a statewide network of vocational technical educators, and a center for assistive technology to maximize the potential of technology for special needs and regular education children alike.

However, despite all that the state is doing to support educational technology, the vast majority of funding and support must come from school districts. With the state's $6 billion commitment to Education Reform, every district should have sufficient funds to begin spending between $200 and $400 per student annually on technology. Some school districts will spend even more. Most importantly, communities must stop viewing technology as a one time capital expenditure, and devote sufficient funds to staffing, training, and supporting educational technology to ensure that the technology is properly used. One of the most difficult things for school districts to deal with is the fact that the more that they spend on technology today, the more, not the less, they will need to spend to support it in the future.

At the core of the Massachusetts educational technology efforts is a commitment to ongoing, dynamic, planning and coordination. Both at the state and district levels, well-structured, carefully thought-out plans have been developed with substantial private and public involvement.

As you can see, there is much to do. I am excited by what lies ahead. If we do this right, schools will be strengthened measurably. We need to continue to work together to accomplish our goals.

Comprehensive Planning

EDUCATIONAL TECHNOLOGY PLAN

At the state level, comprehensive planning was initiated in 1994 with a comprehensive study called "Mass Ed On-Line." In 1995–96, a five agency task force was formed that translated the study into a concrete action plan which formed the basis of the local technology planning effort, Educational Technology Bond matching grants, Mass Ed On-Line LearnNet, (MEOL-LN) and Department of Education Information Management Systems (DOE IMS). Each season, the Department of Education issues an update to this plan in newsletter and web document form (this document), announcing new initiatives and services that the state is engaged in.

THE ET ADVISORY COUNCIL

More regular briefings and updates are available to all interested parties at the monthly ET Advisory Council. Usually held on the last Wednesday of each month between 4pm and 8pm at a central location, the ET Advisory Council has become the Department's primary sounding board for new policies and initiatives. Participation is welcome and dinner is provided to those who pre-register with Connie Louie <clouie@doe.mass.edu>. See calendar, p. 16, for meeting dates.

DISTRICT TECHNOLOGY PLANNING

District planning efforts are proceeding in a similar direction. Almost all (98%) school districts in Massachusetts have submitted their local technology plans to the Department of Education. Each plan was reviewed by two educators who provided recommendations to the Commissioner, Robert V. Antonucci, for final approval. An approved plan must have a description of school and community stakeholders who are involved with the planning. It must have a survey on technology competency of students and staff, an inventory of equipment and connectivity, a report on technology expenditure, and a projected 5 year technology expenditure account. Last but not least, the plan must have a description of the goals, objectives, activities and technology designs on the use of technology in instruction, administration and professional development in the district. The criteria and the local technology planning kit are posted on the Department's Web site.

> **98% of school districts in Massachusetts have submitted their local technology plans to the Department of Education.**

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Initial indications are that districts can expect to save between 25%–33% on the direct costs of such procurements, with substantial additional savings due to faster procurement and better quality service.

ET MATCHING GRANTS

Pursuant to the terms of the Information Technology Bond Bill (Chapter 294 of the Acts of 1996), school districts with approved technology plans have received or shortly will receive the Education Technology Bond Bill Matching Grants ($30 per student). During last school year, 205 school districts received grants in three rounds of grant awards. On August 27, 1997, Governor Cellucci announced the Fourth Round of this grant program. An additional 134 school districts will receive funds to improve teaching and learning using information technology. School districts that have approved technology plans will be able to start/continue to build their districts' electronic networks.

PROCUREMENT REFORM

As districts ramp up to complete implementation of their technology plans, many are beginning to experience the need to procure extremely expensive consulting services (up to $200 per hour) in order to design, install, and maintain their information management and networking systems. Not only are such services prohibitively expensive, the typical competitive procurement process (Chapter 30B) is so cumbersome and rigid that many districts find it impossible to successfully contract for the high end technology skills they need.

To rectify this situation, the Department will make available a pool of vendors this Fall which districts can directly contract with for Educational Technology Integration Services (ETIS) without conducting a separate competitive procurement process. Not only will this system streamline the procurement process, it will substantially increase the quality and value of such services. Districts will be encouraged, but not required, to procure all of their IT consulting services from the ETIS vendor pool. A summary of each vendor with a description of the type of services that they offer will be mailed to each school district and posted on the DOE web site. Vendors participating in this system will be required to disclose their actual cost of delivering services (salary + benefits + overhead) and the results will be posted on the web site with vendor descriptions. Districts that procure services through the vendor pool will be required to complete a vendor evaluation every six months or at the completion of the contract. Results of the evaluations will also be posted on the web site.

The goal of this system is to provide school districts with the maximum information possible to make informed choices as consumers of IT goods and services. Initial indications are that districts can expect to save between 25%– 33% on the direct costs of such procurements, with substantial additional savings due to faster procurement and better quality service. Future procurement reform efforts will focus on bringing similar saving to IT equipment and other commodity purchasing.

EDTECH CALL CENTER: 888-363-3360

A statewide help desk call center has been established to support districts in making use of the Educational Technology Integration Services vendor pool (ETIS), Information Management System (DOE IMS), Technology Training and Professional Development (TTPD) system, and other ET initiatives. The call center is currently open during regular business hours (Mon.–Fri. 9am–5pm). By January 1, 1998, the call center will be expanded to full capacity with longer hours and a greater knowledge base.

When districts call the toll-free number, they will receive courteous and knowledgeable phone support on all ET initiatives. If the district requires additional support on implementation of the DOE IMS, one of 10 geographically distributed field technologists will be dispatched to make a site visit as soon as possible. If the problem surpasses the ability of the IMS field technologists to resolve, or the size of the need requires outside contracting, the EdTech Call Center staff will assist dis-

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Lighthouse Technology Sites Grant Recipients

Acton-Boxborough			District
Amherst	Crocker Farm Elementary School	Crocker Farm School Web Page	School
Amherst-Pelham	Amherst Regional High School	Transformational Geometry	Classroom
Andover	Bancroft Elementary School	AlphaSmart Project	School
Ashburnham-Westminster	JR Briggs/Westminster Elemen. School	Scientific Discovery: An Investigative Journey	Classroom
Ashburnham-Westminster			District
Beverly	Hannah Elementary School	"I am a scientist."	Classroom
Boston	Beethoven Elementary School	www.cyberweavers.kids	Classroom
Boston	Horace Mann School for the Deaf & Hard of Hearing	Teaching & Learning with Assistive Technology	School
Boston	James P. Timilty Middle School	"Connecting Students to the 21st Century"	School
Brookline			District
Cambridge	Kennedy School	KeyPals Project	Classroom
Canton	W. H. Galvin Middle School	On-Line Publications	Classroom
Douglas	Douglas Elementary School	To Infinity and Beyond	Classroom
Duxbury	Duxbury High School	Music Proposal	Classroom
Erving	Erving Elementary School	Town of Erving Business Directory	Classroom
Erving	Erving Elementary School	Supporting the Integration of Technology Across the Curriculum	School
Erving		Using the Internet to Showcase Student Projects	District
Fall River	Durfee High School	School & Community Connections through Technology	School
Fall River	Durfee High School	Electronic Publishing in the Journalism Classroom	Classroom
Falmouth	Falmouth High School	English Computer Integration	Classroom
Falmouth	Mullen Hall School	Technology Volunteer Program	School
Franklin	Davis Thayer Elementary School	Loop to Literacy in Technology	Classroom
Franklin	Horace Mann Middle School	Technology as a Tool in Curriculum Integrations	School
Gloucester			District
Greater New Bedford	Greater New Bedford Reg Voc Tech HS	Student Web Site Development	Classroom
Hamilton-Wenham			District
Hampden-Wilbraham	Soule Road School	Integrating Technologies into the Writing Process	Classroom
Hampden-Wilbraham	Minnechaug Regional High School	Using Microsoft PowerPoint in the Classroom	School
Hampden-Wilbraham			District
Hudson	Hudson High School	Virtual High School	School
Ipswich	Doyon Elementary School	Learning with Technology Team 2000	Classroom
Ipswich		21st Century Classrooms	District
Lexington			District
Medfield	Dale Street School	Integrating Technology Into Classrooms	School
Minuteman	Minuteman Science-Technology HS	Tech Learning Center and Middle School Outreach	Classroom
Mohawk Trail Regional	Heath Elementary School	School-wide Multimedia Projects	School
Mount Greylock Regional	Mount Greylock Regional School	People, Politics, & the Environment: WOLF	Classroom
Needham		Technology Tools for All Teachers	District
New Bedford		Direction thru the Network Maze	District
Newton	Brown Middle School	The ARES Project	Classroom
Newton		"Just-in-Time" Professional Development	District
North Andover		Curriculum Database	District
Quincy	Atlantic MS and Sterling MS	Net.Gain	Classroom
Reading	Parker Middle School	Multimedia, The Internet, and World Languages	School
Revere			District
Rockport	Rockport Elementary School	Word Problems Come Alive	Classroom
Shirley			District
Somerville	East Somerville Community School	Extended Day Telecommunications and Multimedia	School
Southern Berkshire Regional	Mount Everett Regional High School	The 21st Century Classroom	School
Southern Berkshire Regional	Mount Everett Regional High School	Virtual Schoolhouse on the Internet	Classroom
Southern Berkshire Regional			District
Springfield	Margaret C. Ells School	Our Fifty States	Classroom
Sturbridge	Burgess Elementary School	Integration Technology with Instruction	Classroom
Sutton	Sutton Elementary School	Inquisitive Kids & Integrated Technology = Incredible Discoveries	Classroom
Sutton	Sutton Junior/Senior High School	The Littles on Tour	Classroom
Sutton	Sutton High School	Technology, Community, and the Social Studies Classroom	Classroom
Walpole	Old Post Road School	Old Post Road School Homepage Project	Classroom
Wareham	Wareham High School	Visual Design, Fine Arts Department	Classroom
Wareham			District
Watertown			District
Westborough	Westborough High School	Teaching World Languages Via the Internet	Classroom
Westford	Abbot School	Living in Harmony with the Environment	Classroom
Westford	Lloyd G. Blanchard Middle School	Spotlights on Technology Curriculum Integration	School
Williamsburg			District
Worcester	Arthur F. Sullivan Middle School	Making a Difference...Sullivan Middle Lighthouse School	School

Comprehensive Planning...from p. 5

tricts in framing and procuring services through the ETIS vendor pool.

NEW DOE EDTECH CLUSTER

In light of all the new statewide educational technology activities, the Department of Education has increased its Technology Cluster from a staff of two part-time employees to a fully staffed unit of professionals and contractors located in Malden, Pocasset and across the state. Greg Nadeau and Connie Louie have been appointed as Chief Technology Officer and Instructional Technology Coordinator respectively, formalizing the roles which they have been playing for the past three years. A technology training center and software development lab have been established in the basement of the Department's Malden offices to support the technology team and provide end-user training opportunities to all Department staff.

EDTECH SABBATICALS

Joining Connie Louie in the Instructional Technology team, are Grace Meo and Linda Schaye, the Commonwealth's first state sabbatical EdTech specialists. Grace Meo has been working as the elementary technology coordinator in the Hamilton-Wenham Regional Schools for the past nine years. She was excited by the possibility of learning about the relationship between the Department of Education initiatives and their effect on student learning. Linda Schaye, the elementary technology integration specialist in the Westford Public Schools, has been involved with educational technology for the past 10 years. As a former classroom teacher she is interested in creating integrated curriculum models which use technology.

Grace and Linda bring a district perspective to the Department's day to day work. Each has been appointed as liaison to one of the federally funded Projects with Statewide Impact and provide critical expertise in helping to coordinate all of the Department's instructional technology initiatives. Applications for next year's EdTech sabbaticals will be made available as part of the Department's Spring Unified Grant package.

$15 PER STUDENT GRANTS

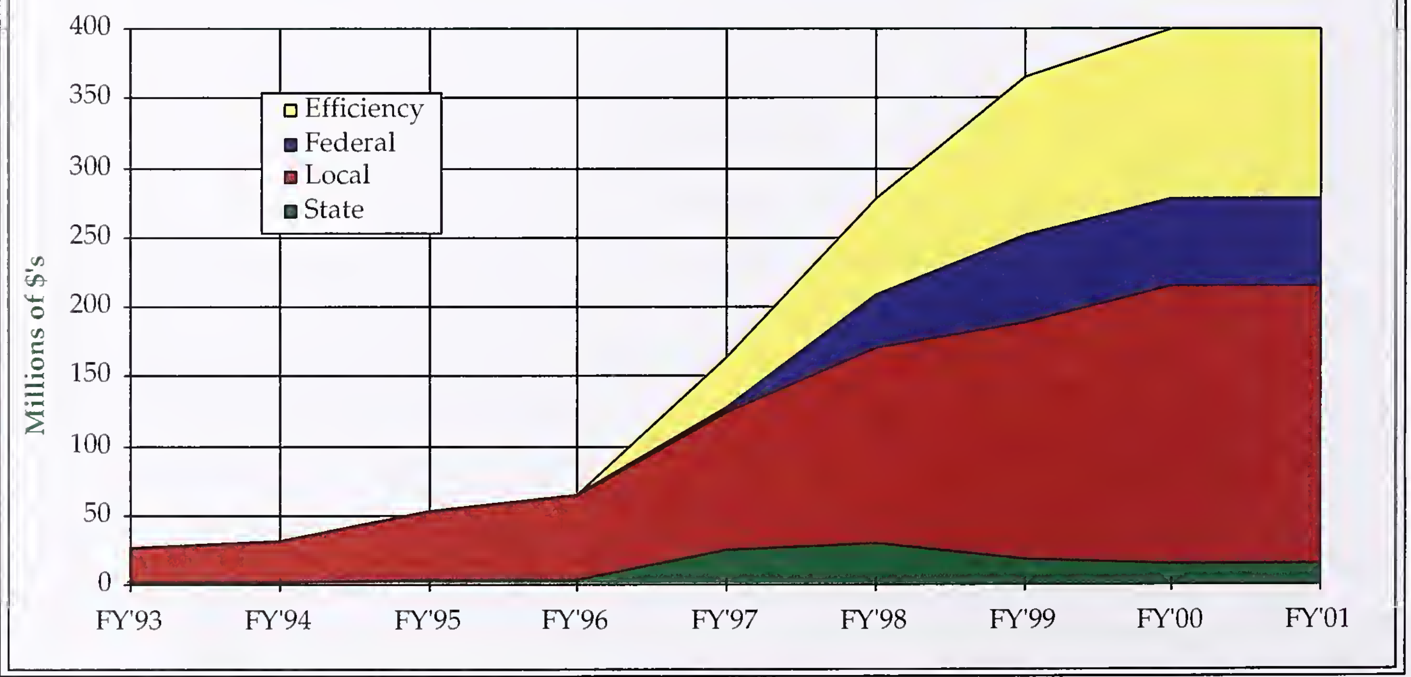
In August, the state legislature approved $15.4 million for new educational technology grants for school districts. At his September 22 speech to the Mass Software Council, Governor Cellucci announced the release of these funds. All districts with DOE approved technology plans will be eligible to receive up to $15 per student. Superintendents will receive the grant application this Fall.

Districts will have until June 30, 1999 to expend their funds.

EdTech Call Center

888-363-3360

Projected Increases in Massachusetts Educational Technology Expenditures



Powerful Learning Tools

Study after study has shown that effective use of technology in the classroom can have a direct, measurable impact on improving students' core academic performance and their technology-related skills. From process writing labs to mathematics problem solving software to field-based science probes, technology can be a powerful complement to traditional instruction in core academic areas. Other technology-related skills such as multimedia presentations and world wide web navigation can only be taught when students have access to state-of-the-art technology.

Instructional technology requires a paradigm shift in the classroom for it to be effective.

However, for every example of successful instructional technology, there is a counter example of content-empty "edutainment" or computers sitting in unused labs , and other failed endeavors. A recent cover story in the Atlantic Monthly goes so far as to declare educational technology a wasted effort, playing into critics' claims that technology is a distraction, not an essential complement, to core academic instruction.

Instructional technology requires a paradigm shift in the classroom for it to be effective. However, while no one would suggest that the teachers should continue a lecture and rote learning pedagogy, the transformation to interdisciplinary, project-based collaborative curriculum/assessment units is extremely difficult to implement.

Study after study has shown that effective use of technology in the classroom can have a direct, measurable impact on improving students' core academic performance and their technology-related skills.

The state has been slow to fix a role for itself in this extremely dynamic endeavor. As a starting point and using the federal Technology Literacy Challenge Fund, the state has launched a four year effort to identify successful "lighthouse" technology sites inquiry into successful instructional technology funding with a federal Challenge Grant. The initiatives are described below and lay out a tentative first step in a process that may lead to statewide curriculum evaluations and on-line warehousing, software purchasing cooperatives, and/or true interactive distance learning.

LIGHTHOUSE TECHNOLOGY SITES

Fifty-three lighthouse technology grants have been awarded to 30 classrooms, 17 schools, and 6 districts statewide. The Lighthouse Technology grants are a component of the

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Solicitation for New Projects with Statewide Impact

The Department of Education is seeking proposals for the 2nd Round of the Statewide Impact Grants under the Technology Literacy Challenge Grant Program. The purpose of this grant opportunity is to support school districts to form partnerships with higher education institutions, business communities and others to foster statewide impact in the use of technology in the classroom. We are looking particularly for projects that support:

- on-line curriculum warehousing,
- effective and engaging software and online resources development and evaluation,
- youth tech corp.,
- data driven integration of technology in curriculum and assessment,
- use of special devices to enhance curriculum (e-mate, AlphaSmart, etc.),
- distance learning, virtual classrooms, video distribution, etc.,
- purchasing collaboratives,
- corporate partnerships.

To discuss project ideas, call 781-388-3300 x231.

Powerful Learning Tools...from p. 7

federally funded Technology Literacy Challenge Fund and were awarded competitively to districts with proposals that described best practices using technology in education at the classroom, school, and district levels. In the 1997–1998 school year, lighthouse technology grant recipients will serve as beacons for other districts seeking technology training to implement new innovative uses of technology. These lighthouse sites will open their doors to site visits, conduct workshops, and provide support and follow up to other schools and districts.

LINKING INQUIRY-BASED PROJECTS WITH THE CURRICULUM FRAMEWORKS

The Metro South School to Career Partnership is a partnership of schools, business, community-based organizations, higher education institutions, and government agencies which are committed to prepare youth for the high skill/high wage jobs of the future. Through the Cyber Works Project, the partnership will (a) create a regional bank of inquiry-based projects relating to the Curriculum Frameworks using new technologies; and (b) create a regional system of professional development, using experts in the schools to assist colleagues in mastering various technological applications while addressing the skills identified in the Frameworks.

ASSISTIVE TECHNOLOGY

Thirty-seven participating school districts in three collaboratives, in conjunction with the Massachusetts Elementary School Principals Association, propose to provide all students, regardless of disabilities, the opportunity to participate in general education, employing state-of-the-art assistive technologies. The activities contained in this proposal will provide a model for school districts throughout the Commonwealth to identify, review, and evaluate existing and emerging technologies, particularly, assistive technologies.

NETWORKING VOCATIONAL SCHOOLS

Tech Net, the Technical Network, is a consortium of all 60 Massachusetts Vocational Technical Schools plus other agencies, higher education institutions, members of business and industry community. The project will i) establish an electronic network for the exchange of information and resources; ii) institute mentoring relationships; iii) create a virtual teaching lab using distance technology for in-service training; iv) link federal, state and local agencies to achieve the goals of School to Career, Tech Prep, and the SCANS report.

DISTRIBUTION OF EDUCATIONAL VIDEO

An older, but still valuable instructional technology is video. For several years the state has supported the production and distribution of video through two channels:

The Mass LearnPike: MCET's educational satellite network, the Mass LearnPike brings learners of all ages together from widespread locations for live interaction and new relationships with peers, teachers, performers and distinguished leaders in government, education and business.

Programs for K-12 are designed within the emerging national and state curriculum frameworks to serve the Common Core of Learning, including staff development modules for in-service and pre-service educators. Mass LearnPike resources consist of satellite broadcasts, print and non-print materials and communication opportunities that link educators, learners and other professionals nationally and internationally.

Through integration of videoconferencing and satellite technologies, Mass LearnPike programs have served and had the live participation of students from Canada, Japan, Sweden, France, Israel, Belgium, England, and Spain."

Massachusetts Educational Television (MET) is a partnership between the Department of Education and the two Massachusetts PBS affiliates, WGBH and WGBY. Through MET, WGBY broadcasts 2 hours of educational video every weekday. MET's duplication and re-use rights enable Massachusetts educators to set VCRs to record some of PBS's most valuable resources and use them at their convenience in their classrooms.

Increased Administrative Efficiency and Effectiveness

Never again will districts have to deal with lengthy delays and inefficient paperwork to keep their information current.

For years, the Department of Education has been called upon to collect more and more data from schools. From grants to regulations to studies, each new state or federal program comes with its own set of forms to complete and data to collect. While schools legitimately complain about the amount of time spent filling out paperwork, others are equally dissatisfied with quality and quantity of data available to guide statewide educational decision-making.

In 1995 the Department began developing a state-of-the-art comprehensive information management system. When it is completed in the Spring of 1999, the DOE IMS will replace over 250,000 pieces of paper used each year to collect data from schools with a web-based system of smart forms which will enable districts to directly enter, edit, retrieve, and transfer data with the Department through any common web browser. In addition, the DOE IMS will provide the information infrastructure for the Education Reform Act by tracking individual student data on each of the close to one million public schools students.

THE ON-LINE SCHOOL DIRECTORY

This Fall, the Department will release the first prototype application of the DOE IMS. It will be an on-line school directory which will enable school districts and Department personnel to share core information on each school, district, and district administrative staff. When released in November, each superintendent will have the ability to grant access privileges to members of his or her staff to maintain the accuracy of the data themselves. Never again will districts have to deal with lengthy delays and inefficient paperwork to keep their information current. Members of the public will be able to access accurate contact, district profile, and school report card information through the Web.

Later this winter, the Department will be able to communicate directly with any category of district staff automatically through e-mail, fax, and/or merged letters. This will transform the way that the Department and school administrators communicate, ensuring that all local education administrators are able to receive customized information from the Department in the most efficient method possible.

STUDENT IMS

This fall, the Department will issue a legal advisory explaining how the student record requirements will be changed to implement the Education Reform Act of 1993. Every district will be required to establish a common, unique ID and report to the Department in electronic format thirty four data elements on each student. The data will be simple, unique identifiers of the students so that the system can accurately and with 100% assurance track test scores by students. The DOE IMS will provide districts with a "local data filter" which will enable them to consolidate student data from different applications, enter additional data if necessary, and transmit the data to the Department, and maintain confidentiality.

The main goal of the Student IMS is to track individual student performance through the new statewide tests. Districts will be able to continue to use whatever student administrative packages they desire. The student data filter will be designed to provide districts with the maximum useful information. Transmission of student data will replace the fall foundations enrollment report, special education count, and end-of-the-year student reporting requirements.

Every district will be required to establish a common, unique ID and report to the Department in electronic format thirty-four data elements on each student.

DISTRICT ROLL-OUT

While the IMS applications will be designed to make use of the ubiquitous ease of use available through the World Wide Web, districts will clearly need substantial support to make the paradigm shift into this new way of reporting data. The IMS Roll Out team will establish a call center which will provide telephone support and coordinate the dispatch of a statewide organization of field technicians who will be able to provide districts with on site support. In addition to phone and on-site support, the Roll Out team will provide free regional trainings on web browser use, student data consolidation, and use of the student filter for all central office district administrators.

Technology Training and Professional Development

In most information-intensive industries, it has become accepted that organizations must commit between 1% and 2% of their human resource budget to continuous training for their staff to effectively utilize emerging technologies. Yet Massachusetts schools are currently spending only 1/10th that amount. Rectifying this trend and establishing a new statewide standard for technology training and professional development will be the top priority of the Massachusetts State EdTech agenda this school year.

At a minimum, every teacher and administrator in the Commonwealth should participate in technology training and professional development, based on the following principles:

(a) Build capacity and expand services for teachers and administrators who are new in the use of technologies; sustain professional growth for teachers and administrators in using technology in the curriculum.

(b) Provide sustainable momentum and incentives for teachers and administrators to continue seeking instructional technology training and professional development.

(c) Address individual needs of teachers and administrators with different levels of technology proficiency and working in different program/subject areas, to use technology as a tool to enhance teaching and learning.

(d) Integrate and align professional development and training services with Education Reform initiatives.

TTPD-WIRED is an interactive web site which will provide school districts and individual educators with "one-stop shopping" access to a listing of all technology training and professional development courses and providers in the state.

Mass. TTPD: Technology Training & Professional Development System

Last year, the Department of Education awarded a two year contract to the Massachusetts Corporation for Educational Telecommunication (MCET) to design and develop a statewide system to coordinate technology training and professional development delivery. The resulting system, introduced this school year, will have two components:

TTPD-WIRED is an interactive web site which will provide school districts and individual educators with "one-stop shopping" access to a listing of all technology training and professional development courses and providers in the state. Districts and educators will be able to browse course offerings, compare evaluations, and register on-line. Future expansions of the system will allow for on-line payments as well. A prototype of the system will be available in October at <http://meol.mass.edu/TTPD/>. The full production release will be at the Department's web site <www.doe.mass.edu>.

The **TTPD Partner Network** is a consortium of regionally-based organizations which will provide a human interface to TTPD and facilitate districts' use of the system. The initial list of partners includes EDCO, the Education Cooperative (TEC), Greater Lawrence Educational Collaborative, Hampshire Educational Collaborative, Massachusetts Elementary School Principals Association, Merrimack Education Center, and South Coast Tech Center. This fall, TTPD will be contacting schools to conduct a needs assessments to better connect district needs to provider offerings.

In most information-intensive industries, it has become accepted that organizations must commit between 1% and 2% of their human resource budget to continuous training for their staff to effectively utilize emerging technologies. Yet Massachusetts schools are currently spending only 1/10th that amount.

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DOE CONFERENCES

The Massachusetts Department of Education invites administrators and teachers for one day regional technology conferences in the fall and spring of this school year. At forums (October 7, 1977 at the Inn at Northhampton and October 15, 1977 at the Demetri's Convention Center, Foxboro), participants are updated on new statewide technology initiatives. In addition to the fall conferences, representatives from the new Lighthouse Technology Sites will be present to talk about their programs and questions. The spring conferences will be held on March 24, 1998 (Central Mass), March 26 (East), and April 1 (West).

NEED-BASED PROFESSIONAL DEVELOPMENT GRANTS

Through the Technology Literacy Challenge Fund, 98 school districts received grants to provide quality professional development for teachers and administrators. These projects must demonstrate a commitment to high quality technology professional development which include:

(a) innovative technology professional development and training delivery models;
(b) models that address individual needs of teachers and administrators working in different programs/subject areas, different grade levels, and are at different technology competency levels; and
(c) sustained and continued support for teachers and administrators who seek technology professional development in teaching and assessment strategies.

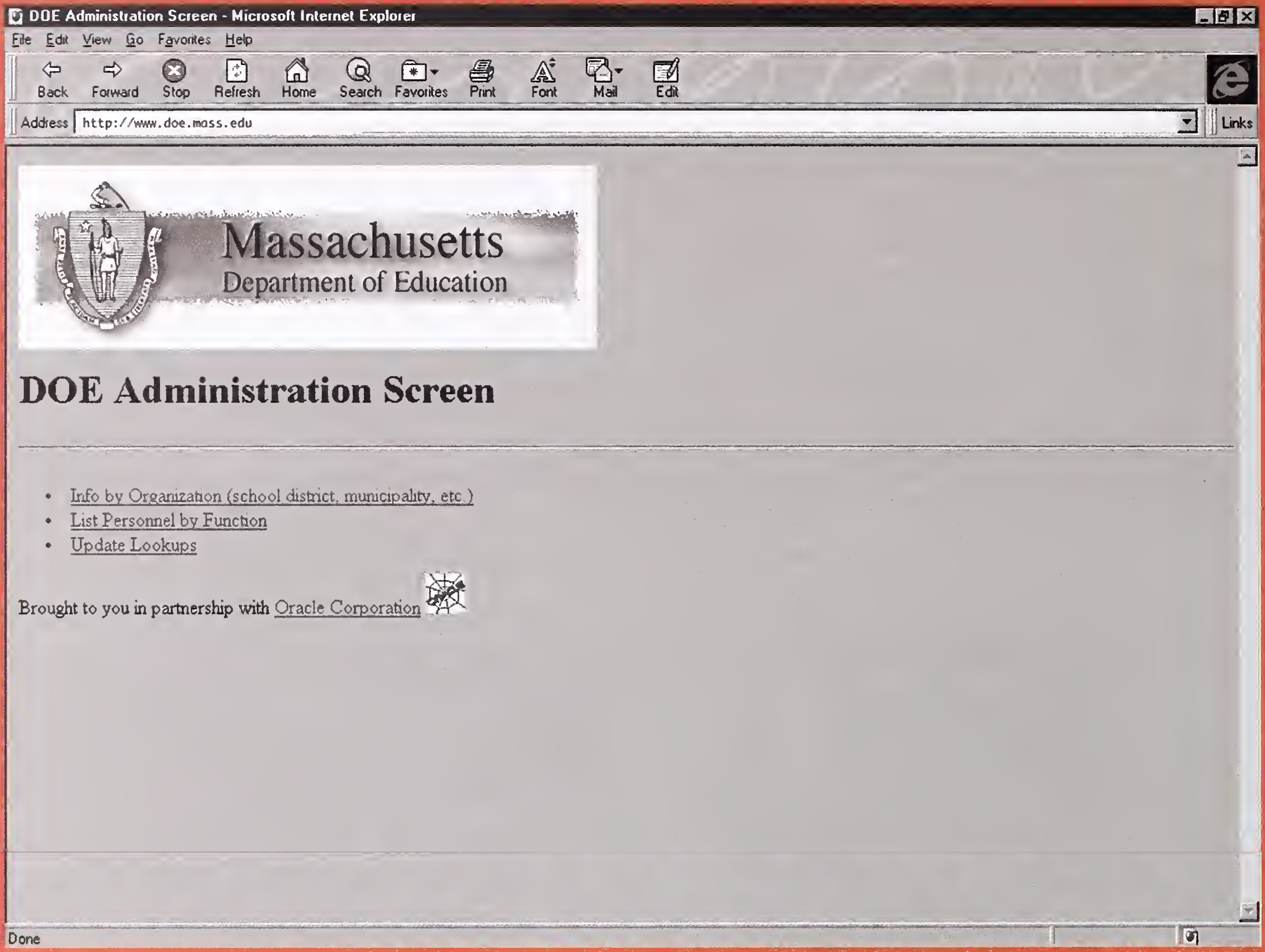
The second round for this competitive grant program will be in the spring. The grant application will be included in the Department's Unified Competitive Grant Packet.

Need-Based Professional Development Grant Recipients

Acushnet, Amesbury, Amherst, Amherst-Pelham, Arlington, Athol Royalston, Attleboro, Ayer, Beverly, Billerica, Blackstone Valley Reg, Boston, Boxborough, Brockton, Cambridge, Cape Cod Region Voc Tech, Carver, Central Berkshire, Chicopee, Clarksburg, Danvers, Dartmouth, Dennis-Yarmouth, Douglas, Dudley-Charlton Reg, East Longmeadow, Erving, Everett, Fall River, Fitchburg, Franklin, Frontier, Gloucester, Grafton, Greater Fall River, Greater Lowell Voc-Tech, Holyoke, Hudson, Leicester, Leominster, Ludlow, Lunenburg , Malden, Mansfield, Martha's Vineyard Public Charter School, Mattapoisett, Medway, Melrose, Millis, Milton, Mount Greylock, Nantucket, Narragansett, New Bedford, New Salem-Wendell, Norfolk County Agr, North Adams, North Andover, North Brookfield, Northampton, Northbridge, Norton, Oxford, Peabody, Pentucket, Pioneer Valley, Pittsfield, Plymouth, Quabbin , Quincy, Randolph, Revere, Salem, Sandwich, Saugus, Shirley, Shutesbury, Silver Lake, Somerville, Southbridge, Southern Berkshire, Springfield, Stoneham, Sutton, Tantasqua, Tyngsborough, Union 61, Upper Cape Cod Voc-Tech, Walpole, Waltham, Wareham, Watertown, Westborough, Western MA Hilltown CS, Westport, Williamstown, Worcester, Worcester Trade Complex.

The Massachusetts Department of Education is online at www.doe.mass.edu

Shown here is our School District Administration home page.


DOE Administration Screen - Microsoft Internet Explorer
File Edit View Go Favorites Help
Back Forward Stop Refresh Home Search Favorites Print Font Mail Edit
Address
Links
Done

http://www.doe.mass.edu

Massachusetts
Department of Education

DOE Administration Screen

- Info by Organization (school district, municipality, etc.)
- List Personnel by Function
- Update Lookups

Brought to you in partnership with Oracle Corporation

Summary Of Grant Opportunities

◉ 4th Round ET Matching Grants

◉ Oct. Challenge Grants

◉ Spring Challenge Grants

◉ $15 per Student Grants

◉ Universal Service Funds

Wired Schools

In less than five years, the Internet has changed from a small scale academic and military network into a global multimedia system that is reshaping industries. While still in its infancy, educational telecommunications holds the promise of unprecedented positive changes for schools as well. The Internet has transformed personal computers into communication devices, linking each PC user to the world. When all of the world's information is available at a key stroke, simple factual knowledge will be easily accessed, but the skill in using and analyzing it will gain in educational importance.

If teachers are to prepare children for the world in which they will soon work, they must teach them the navigation, analysis, synthesis, and presentation skills of the information age. From this perspective, high speed Internet access to every classroom is a necessary component of effective instruction.

NetDay

On October 25, Massachusetts will celebrate its 3rd NetDay. The Department of Education urges all schools to register as NetDay participants no matter what their level of building wiring.

Over thirty states have conducted NetDay efforts, but the Massachusetts campaign, led by Mass Networks Education Partnership, has been widely recognized as a national model for its inclusiveness, strategic vision, and results. As a result of the first two NetDays, more than 14,000 community members have donated their time and expertise to local schools in every part of this state. Over 400 businesses have contributed an estimated total of $15 million worth of products and services. Over 700 schools, representing nearly half the state's school districts, have participated. NetDay partner schools have found that they've saved 25% to 85% of the cost of network installation, cut months or even years off their Ed. Tech. implementation plan, and gained the involvement of dozens of local businesses and community members — many of whom are without children in the schools!

NetDay partner schools have found that they've saved 25% to 85% of the cost of network installation.

This October's NetDay is likely to be the last of the series of major statewide events, although Mass Networks will continue to work with districts and schools that wish to conduct their own NetDay celebrations. In addition, Mass Networks has begun a series of initiatives that will build on the partnerships created through the NetDay campaign, identify other areas needing attention, and mobilize necessary resources.

If teachers are to prepare children for the world in which they will soon work, they must teach them the navigation, analysis, synthesis, and presentation skills of the information age.

To sign up for NetDay, or for more information, contact Mass Networks: website: www.massnetworks.org; telephone: 1-888-NET-1997; email: netday@mtpc.org

Universal Service Fund

Falling close on the heels of the 3rd NetDay, on January 1, the FCC is scheduled to begin offering schools sharp discounts in all future network and telecommunications costs. The Universal Service Fund, or "e-rate," was established by Congress as part of the Telecommunications Act of 1996. It creates a $2.25 billion annual pool of funds to discount all school and library telecommunications, Internet access, and local area networking costs. The level of discount will range between 20%-90% depending on the percentage of students eligible for free and reduced lunch. Although funds will be disbursed on a first come, first served basis, Massachusetts' proportional share of the fund should average over $50 million a year.

In order for a district to apply for e-rate discounts, it must have an approved local technology plan. Since over 98% of Massachusetts schools have already submitted plans to the Department to receive ET Bond Matching Grants, the Commonwealth stands

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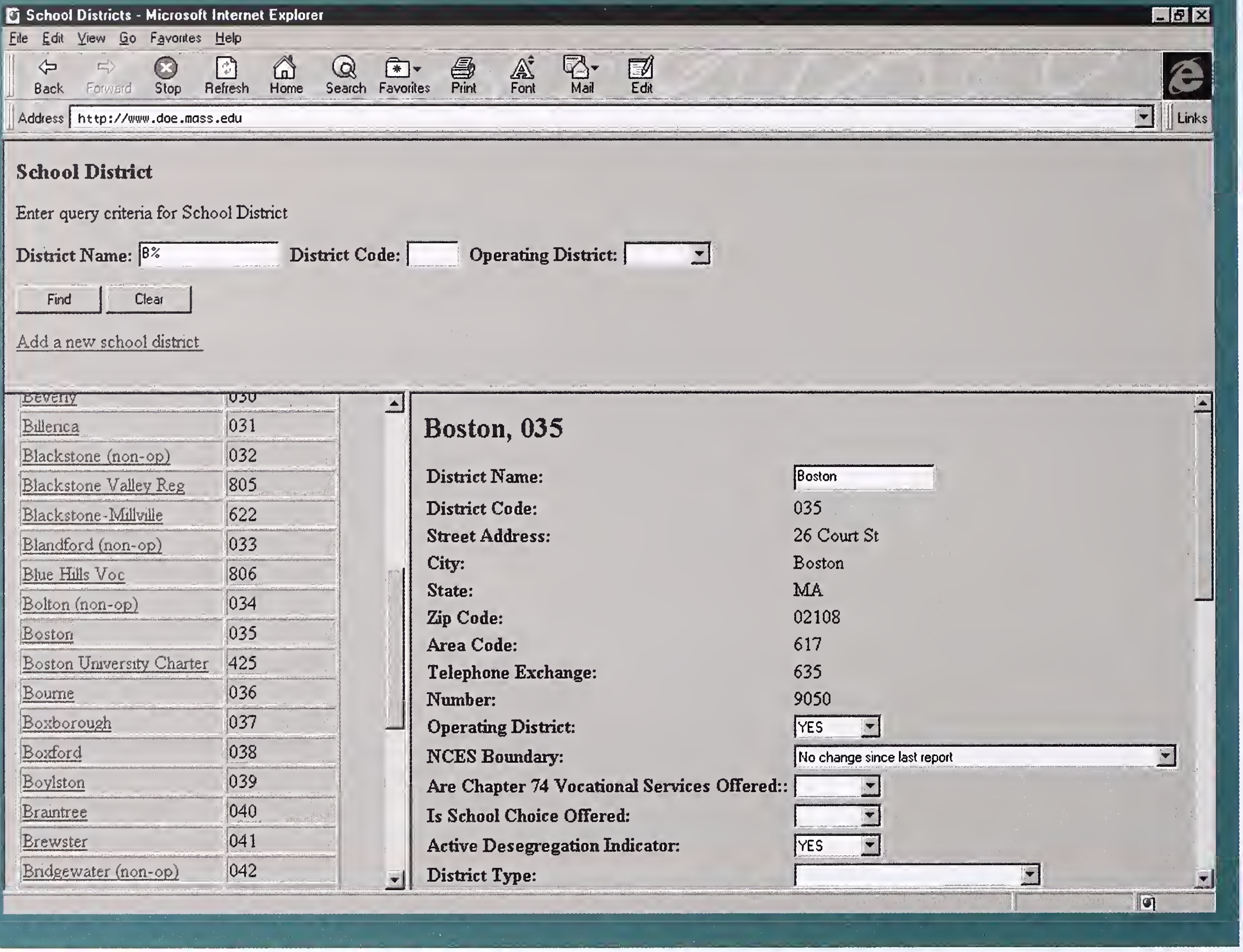
Shown here is our School District Administration query screen.


School Districts - Microsoft Internet Explorer
File Edit View Go Favorites Help
Back Forward Stop Refresh Home Search Favorites Print Font Mail Edit
Address http://www.doe.mass.edu
Links
Find
Clear

School District

Enter query criteria for School District

District Name: B% **District Code:** **Operating District:**

Add a new school district

Beverly	030
Billerica	031
Blackstone (non-op)	032
Blackstone Valley Reg	805
Blackstone-Millville	622
Blandford (non-op)	033
Blue Hills Voc	806
Bolton (non-op)	034
Boston	035
Boston University Charter	425
Bourne	036
Boxborough	037
Boxford	038
Boylston	039
Braintree	040
Brewster	041
Bridgewater (non-op)	042

Boston, 035

District Name: Boston
District Code: 035
Street Address: 26 Court St
City: Boston
State: MA
Zip Code: 02108
Area Code: 617
Telephone Exchange: 635
Number: 9050
Operating District: YES
NCES Boundary: No change since last report
Are Chapter 74 Vocational Services Offered::
Is School Choice Offered:
Active Desegregation Indicator: YES
District Type:

Wired Schools...from p. 13

in an excellent position to capitalize on the discounts. As currently conceived, application for discounts will involve a national web- and paper- based procurement system that is yet to be developed. However, once the considerable complexities involved with this system are resolved, the impact of these discounts will be tremendous. Some have compared the significance of the e-rate to that of the land grants which established our nations public higher education system.

The Department of Education (DOE) and the Information Technology Division (ITD) are cooperating on the development of a universal access plan to aggregate demand for educational telecommunications services and optimize the Commonwealth's share of the Universal Service Funds. Details of the plan will be released at the October 25 NetDay.

$25 EDUCATOR ACCOUNTS

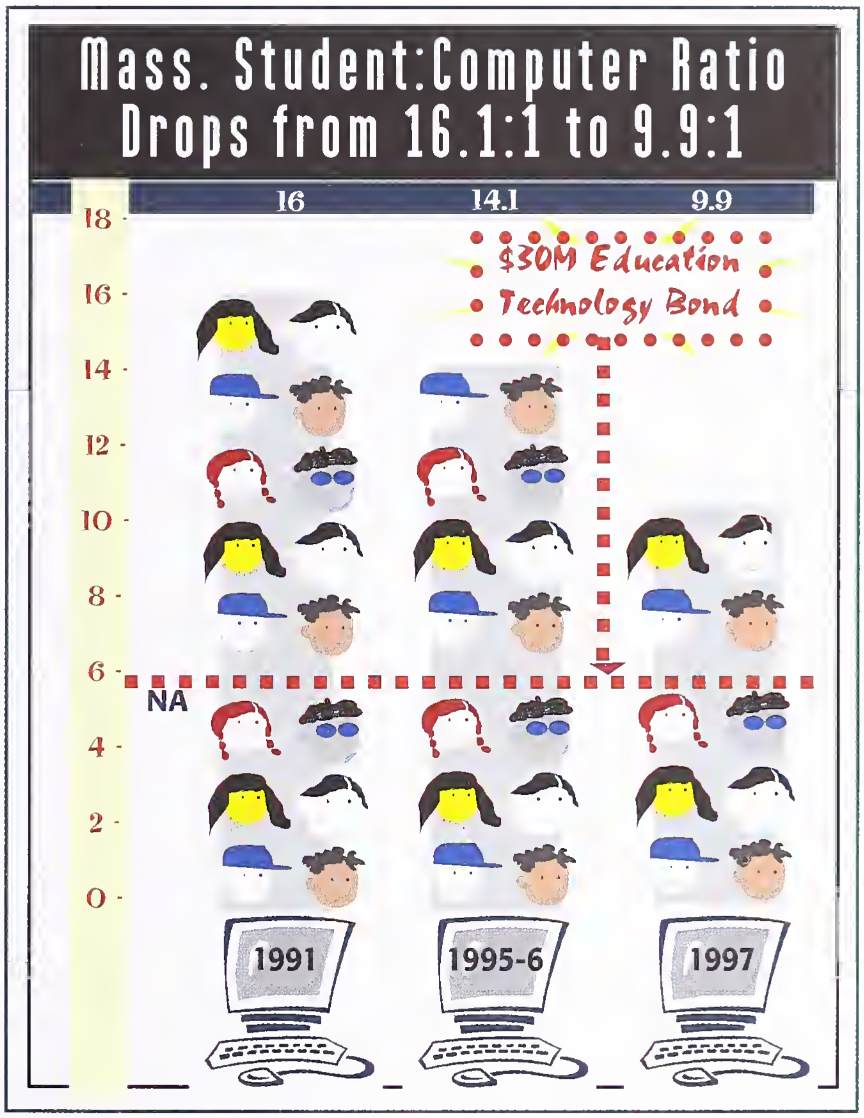
One of the immediate ways the Massachusetts educators will benefit from the Universal Service Fund will be implementation of former Governor Weld's commitment to provide every educator in the Commonwealth with toll free, dial- up Internet accounts for $25 per year or less.

This initiative will improve the Mass Ed Online LearnNet (MEOL) as the state supported Internet access network. For three years, MCET has operated the MEOL network in partnership with the Department of Education (DOE). This November the Information Technology Division (ITD) will select a vendor(s) (MCET is under consideration) to provide new, more powerful toll-free access in every community and enhanced bandwidth and services. Information about this new service will be mailed to every educator at their homes in December and the network is expected to go on-line in January.

DEDICATED ACCESS

The state is analyzing opportunities for aggegating demands and maximizing universal service fund discounts to provide high-speed, low cost, dedicated Internet access to school districts.

Additional information will be released as details surrounding universal service funds are resolved.



Mass. Student:Computer Ratio Drops from 16.1:1 to 9.9:1

Calendar of Key Events

ET ADVISORY

ET Advisory Group Meetings:
November 19, 1997
December 17, 1997
January 28,1998
February 25, 1998
March 25, 1998
April 29, 1998
May 27, 1998
June 17, 1998

These meetings are open to all educators in Massachusetts. Please send email to clouie@doe.mass.edu to participate.

DOE EDTECH CONFERENCES

The Spring conferences will be held on March 24, 1998 (Central Mass), March 26 (East), and April 1 (West).

MASS CUE

MassCUE is hosting its Fall Conferences on October 22, 23, 24, 1997. The Department of Education will present at three sessions:

10/22, 3:30 to 4:30 Highlights of Lighthouse Sites and Statewide Impact Projects, and the 2nd Rounds of Technology Literacy Challenge Grants

10/23, 2:00 to 3:00 New Procurement System and Statewide Information Management System

10/24, 3:30 to 4:30 Demonstration of TTPD system and Professional Development grant opportunity

NETDAY

October 25, 1997

MASS/MASC CONFERENCE

November 4–5, 1997

USF BEGINS

January 1, 1998

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